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ABSTRACT

Reporting on typical career planning activities, the paper offers an overview of the approaches of four organizations: a public utility in southern California, the Adult Career Guidance Service in San Diego, the Systems Group of TRW, Incorporated, Redondo Beach, California, and the Naval Electronics Laboratory Center (NELC). Elaborating on the career planning approach at NELC, recommendations are offered for: creating a full-time career planning position; establishing a career planning-motivation program; approaches to achieving program objective; and a table proposing a schedule for a proposed NELC Career planning-motivation workshop. Appended materials include: (1) career counseling forms used by a southern California public utility, (2) the vocational questionnaire used by San Diego adult career guidance service, (3) the agenda of TRW, Incorporated Systems group for a career achievement workshop, (4) a partly annotated list of basic occupational data sources, and (5) questionnaires for the proposed NELC Career planning motivation workshop. (MW)

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A CAREER PLANNING PROGRAM

Reviews career planning activities in other organizations and recommends a program for NELC.

Prepared by

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for

R. R. Kraatz

Civilian Personnel Officer

8 January 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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PREFACE

Where am I going and how do I get there are the central issues that confront the individual who is deciding on a career. In a society that is increasingly characterized by rapid social and technological changes, many people will have more than one career during their professional life. This technical document presents an approach to career planning that concentrates on developing strengths, skills, and options so that individuals will be able to cope with and readily adapt to new career fields.

More than ever before, organizations need people who continue to develop their real or potential abilities. People, the organization, and career planning are interdependent. It's people and not things that make organizations function. Career planning capitalizes on people, and the organization's effectiveness is ultimately dependent upon its human resources.

ACKNOWLEDGMENTS

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CONTENTS

WHAT IS CAREER PLANNING? . . .	page 3
WHY IS CAREER PLANNING IMPORTANT? . . .	4
WHAT ARE TYPICAL CAREER PLANNING ACTIVITIES? . . .	5
A Southern California Public Utility . . .	5
San Diego Adult Career Guidance Service . . .	6
TRW, Inc., Systems Group . . .	7
Conclusions . . .	9
A RECOMMENDED APPROACH TO CAREER PLANNING AT NELC . . .	10
Create One Full-Time Career Planning Position . . .	10
Establish a Career Planning-Motivation Program . . .	11
SELECTED BIBLIOGRAPHY . . .	16
APPENDIX A: CAREER COUNSELING FORMS USED BY A SOUTHERN CALIFORNIA PUBLIC UTILITY . . .	17
APPENDIX B: VOCATIONAL QUESTIONNAIRE USED BY SAN DIEGO ADULT CAREER GUIDANCE SERVICE . . .	25
APPENDIX C: AGENDA OF TRW, INC., SYSTEMS GROUP CAREER ACHIEVEMENT WORKSHOP . . .	31
APPENDIX D: BASIC OCCUPATIONAL DATA SOURCES . . .	33
APPENDIX E: QUESTIONNAIRES FOR PROPOSED NELC CAREER PLANNING-MOTIVATION WORKSHOP . . .	40

ILLUSTRATION

Figure 1. Productivity curve . . . page 5

TABLE

Table 1. Schedule for Proposed NELC Career Planning-Motivation Workshop . . . page 13

WHAT IS CAREER PLANNING?

The British poet Stephen Spender once told about his desire to be a naturalist. As a youth, he pictured himself years later with a flowing white beard, sitting in the park and studying the flowers. Asked what made him change his mind, Spender replied: "A course in botany."

Too frequently, people choose a career on the basis of irrelevant influences or information rather than careful study and a systematic narrowing down of possible choices using critical information about career fields and about themselves.

Career planning is analogous to problem solving. Where am I going and how do I get there are problems that haunt each one of us during the course of a lifetime. Oftentimes it seems we do not really find a solution to this problem; instead, we find ourselves where we are by happenstance, accident, or muddling through.

The purpose of career planning, therefore, is to sort out the knowledge we have about ourselves and then organize the bits and pieces into a realistic and meaningful plan.

Career planning is an activity that involves. appraisal, to determine career interest areas and strengths; counseling, to determine motivational level and attitude; gathering of career information; training, which enhances skills relevant to the individual's career choice; and job placement. This activity interfaces many of the functions that generally characterize the organization's personnel system. Some of these functions are: employment, classification, job posting, and testing.

Career planning programs that have been found to be effective do the following:

1. Increase job performance
2. Result in stronger ties between the individual and the organization
3. Integrate training and development needs with career choices
4. Relieve anxieties concerning where am I going and how can I get there
5. Seek involvement and gain commitment

An issue that needs consideration is the supervisor's role in career planning. Our findings tend to show that many supervisors focus on the employee's present job and the personal and organizational obstacles that hinder job performance. Motivation, job satisfaction, communications, degree of team effectiveness, and the functional duties associated with actually doing the job are some of the topics that concern supervisors and employees.

Career planning, on the other hand, tends to focus on issues beyond the employee's present job. These are:

1. What career goals will satisfy my broad life goals?
2. What other career options can I consider in conjunction with my career at the Laboratory?
3. What can I do that will get me out of a locked-in career track?

- •
4. Given my present skills and strengths, what career opportunities are open to me beyond the Laboratory?
 5. What kind of work can I go into that will help me reduce the conflict between my work and nonwork roles?
 6. How do I write a resume?
 7. How would I describe my career lifeline and its relationship to my accomplishments?
 8. How can I better handle myself in different interview situations (direct, indirect, and stress)?
 9. I am a clerk; what can I do to gain greater visibility, change my image, and acquire self-confidence?

These are issues that concern most people. Answers and solutions are not so easy, but they are the essence of what career planning is really all about. The involvement, commitment, and other characteristics of an effective organization will happen as a result of a satisfied organizational clientele.

WHY IS CAREER PLANNING IMPORTANT?

The importance of career planning can be most simply understood by considering the productivity curve of figure 1. This illustration shows the relationship between the individual's capacity to perform and the number of years spent with the same organization. The productivity curve for most people tends to peak out at 75% during their fourth and fifth year of employment with the same supervisor in the same job. At about the tenth year, productivity is less than what it was when they began as a new employee. They in effect retired on the job.

The implications for career planning are far reaching. It is clear that problems of productivity, creativity, and motivation must not only be addressed when an employee is new, but also throughout his career. To avoid the slump in productivity indicated by figure 1; to keep the employee creative and motivated; these are the challenges faced by the career planner.

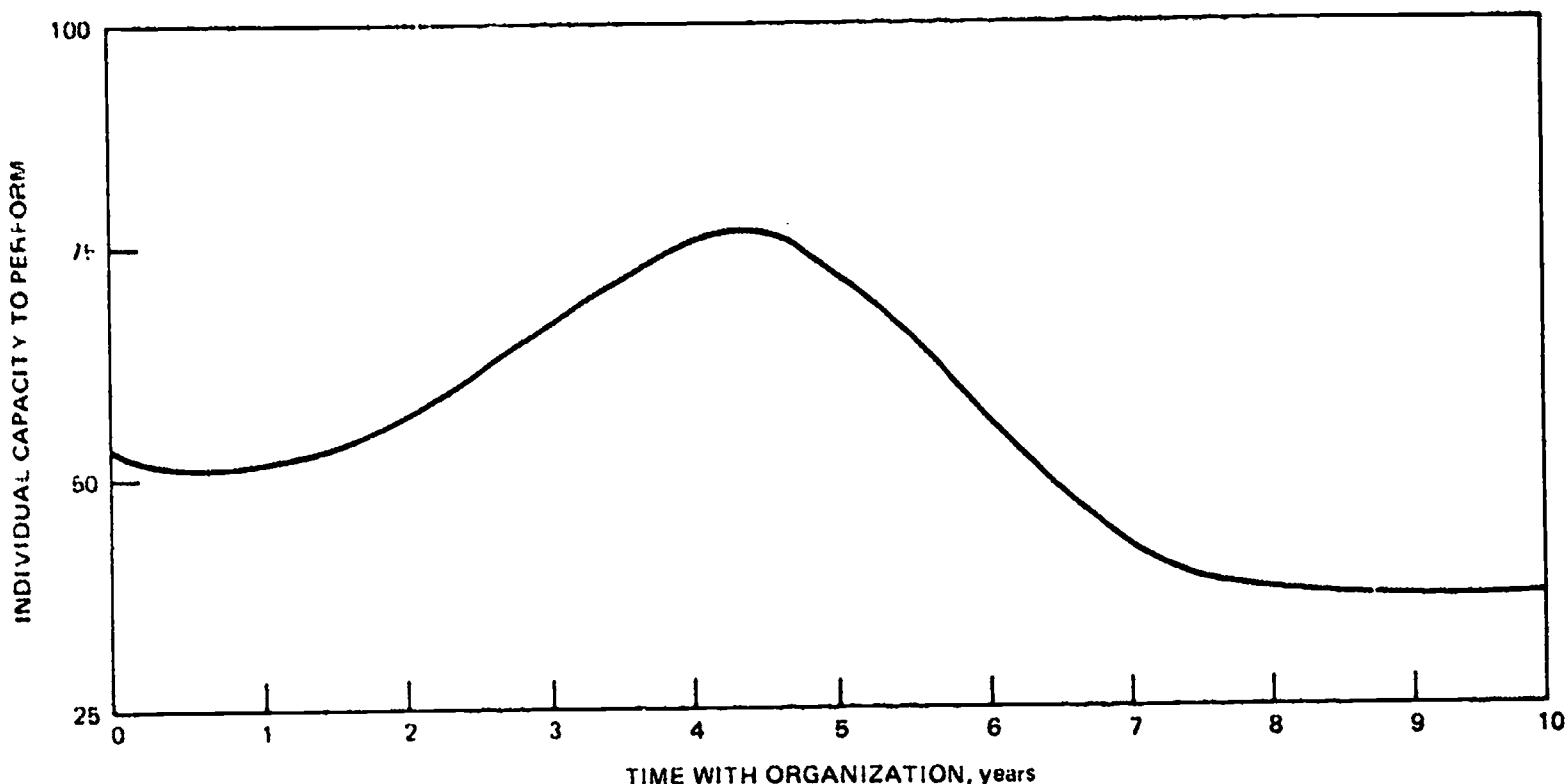


Figure 1. Productivity curve.

WHAT ARE TYPICAL CAREER PLANNING ACTIVITIES?

This section reports on career planning activities currently underway at a public utility in southern California, the Adult Career Guidance Service in San Diego, and the Systems Group of TRW, Inc., Redondo Beach, California. Examination of these activities will reveal those elements necessary for a successful career planning program at NELC.

A SOUTHERN CALIFORNIA PUBLIC UTILITY

The southern California public utility studied here established an innovative career counseling service in January 1973. The service is operating on a voluntary basis, and is available to all company employees. Its purpose is to encourage a client-consultant relationship that will help the counselee identify internal strengths and interests, strengthen the tie between him and the company, and support him in his examination of future goals and plans.

The career counseling functions at this utility are divided into three phases. The first phase is self-evaluation, which involves an extensive compilation of data from a variety of sources. Reality testing results, interest and aptitude testing scores, extracurricular experiences, performance reviews, and academic grades are a sample of some of the information that is used in self-evaluation. From interviews, analyses, and other interactive methods, there

emerges an identification and understanding of individual strengths, weaknesses, skills, and faults.

Phase two focuses on goal definition. Many people find it difficult to formulate goals because they lack general information regarding occupational fields relevant to their skills and strengths. The client builds on what he has learned through the process of self-evaluation, and then explores career options that are realistically attainable and meaningful to him. The counselor's role in goal definition is to facilitate the process of identifying the career goal and the obstacles that restrain achievement.

The third phase centers on action planning. Having defined the goal, this phase involves developing the specific steps necessary to implement the plan. If planning is done well, the employee will realize the kind of work experience needed and the educational background that must be developed.

Every plan also calls for the formulation of alternative strategies that can be used in the event the original path is blocked. Alternatives may involve: acquiring a new technological orientation or reeducation; learning and demonstrating new abilities, new attitudes, new habits, new experiences; expanding interpersonal relationships; and finding new sources for job satisfaction.

Tools that are a part of this public utility's Career Counseling Service include a job catalogue, career laddering, interviews, working relationships with other departments, educational community contacts, college catalogues, course announcements, and special programs. Appendix A includes some of the forms that are used by this Career Counseling Service.

SAN DIEGO ADULT CAREER GUIDANCE SERVICE

In San Diego, the Adult Career Guidance Service conducts an average of 100 in-depth interviews per month with clients who are concerned about where they are headed in their career and how they might get there. An in-depth interview may involve two or three visits per person, with each session being 1-1/2 to 2 hours in length.

From these interviews, the Adult Career Guidance staff has found the following to be true:

1. Many if not most of those clients who are employed and are looking for career assistance are doing so because that kind of professional help is not currently available in their organization.
2. Most of the clients are earnestly seeking careers that will provide opportunities for their personal growth and development.
3. Most have experienced a mismatch between what they expect from the organization and what the organization expects to offer: job security - the employee expects less than the organization expects to provide; personal development opportunities - the employee expects more than the organization expects to offer; degree of interest - the employee expects more from his job than the organization expects it will provide; and sense of meaning or purpose - the employee expects more from his job than the organization expects he will find.
4. Most of these clients want to overcome obstacles to their potential.

Included in Appendix B are some of the forms used by the Guidance Service.

TRW, INC., SYSTEMS GROUP

The Systems Group of TRW, Inc., has established a career achievement workshop. This workshop is an integral and highly successful part of the development program for their organization.

Four assumptions underlie the workshop. They are:

1. Career development is primarily an individual responsibility. TRW's philosophy always has been that career development is primarily the individual's responsibility.

2. Multiple careers help to keep career options open. Multiple careers and building on strengths are biases of the workshop leaders. Most individuals have tremendous reservoirs of unused energy, unexplored interests, and avocations not fully exploited. This energy and unused talent could be applied to develop multiple jobs or careers, a primary way for keeping career options open.

3. Building from an individual's strength lessens career risk. Building from strength enables one to expand his/her uniqueness, to behave with more self-confidence and self-esteem, and take more prudent risks.

4. Motivations can be changed. This principle has been demonstrated by David McClelland¹ over many years of research and experimentation. Understanding one's motivations and deciding on the most self-beneficial pattern is of paramount importance for one's work and life satisfactions.¹

The workshop process at TRW was designed to meet the following objectives:

1. To assist individuals in exploring career alternatives
2. To increase motivation to achieve career goals

The process includes prework, an orientation meeting, and a 2-1/2 day workshop, all geared toward attaining these objectives.²

Prework focuses on a series of six different pictures. Each participant is asked to write stories that are related to each picture. These stories are then scored to determine the individual's achievement, affiliation, and power motives profiles. Ten days prior to the workshop, a meeting is held to distribute and discuss additional prework and the forthcoming workshop.

The additional prework consists of:

1. Strong Vocational Interest Blank - This form is an interests and occupational choices inventory. It is perhaps the most reliable interest inventory available. Its prime use in the workshop is to expand career options, help

¹See Achieving Society, by D. C. McClelland. Copyright 1967 by Free Press. From The Career Achievement Workshop, by R. D. Brynildson and M. A. Kremel, TRW Systems Group, Redondo Beach, California, 1973, p. 7.

²Ib.d., p. 4.

individuals think about second careers, and explore interest combinations for career development.

2. Life Orientations Survey (LIFO) - LIFO is a tool used to help individuals better understand their behavior, values, and life style. Each style has several strengths, and the task is to build on those strengths for career development.

3. Career Focus - A set of questionnaire exercises was designed to assist individuals to think through the kind of career they want to have as opposed to what they think it will be. The set consists of the following exercises: Career Review; Career Integration; Freedom; Career Focus.

4. Readings - Reading material by McClelland is distributed and discussed.³

The TRW workshop stresses a climate characterized by openness, inquiry, and strengths. Some of the elements that are an integral part of the workshop were described in the article by Brynildsen and Kremel:

Ring Toss Exercise. Each individual had the choice of how far to stand from the peg and make ringers. Feedback was given to each participant as to his risk level. Behavioral comparisons were made between high and low risk takers.

Imagination Exercise Feedback. Scores from the imaginative stories were passed out and discussed. The individual profiles, which rated each person's need for achievement, affiliation, and power, were extremely enlightening to all the participants.

Business Game. The game consisted of building several kinds of structures. This gave participants another look at their achievement needs, their ability to take risks, and behavioral comparisons between high and low risk takers.

Story Writing. Story writing provides practice in thinking more in achievement ways. Participants used these practices to help them think differently in areas important to them, as revealed through the motivation profiles and LIFO analysis. Dyads were then formed, stories shared, and feedback received from the other participants on their clarity and understanding of their motivation process.

Work Analysis Questionnaire. This questionnaire rated each participant's motivations on his present job. The results were then compared to his personnel motivation profile, and discussion is held on what to do about discrepancies, etc.

Career Information Sources. Lectures were given on career opportunities inside TRW as well as the wealth of information available in the library.

Career Goal Setting. By this time, all the participants had a good understanding of the job market place, a self-profile, and a fairly clear notion of the career direction(s) they wanted to pursue. The task was now to operationalize these career aspirations into short- and long-range goals and action plans.⁴

The complete career achievement workshop agenda is included in Appendix C.

³Ibid., p. 5.

⁴Ibid., p. 6-7.

Two weeks after the completion of the workshop described by Brynildsen and Kremel, a questionnaire was sent to all the participants, and a subsequent follow-up meeting was held 3 months later. The responses were overwhelmingly positive. "A few participants had replanned their schedules because of circumstances, etc., but all were still involved in taking moderate risks to accomplish career goals and subgoals and all felt optimistic about goal attainment."⁵ Brynildsen and Kremel go on to report that:

One-quarter of the first group of participants received promotions within six months after the workshop. Others had career discussions with their supervisors resulting in job restructuring, some took on additional challenging projects, others developed second (multiple) careers, etc. All discussed their career plans with their supervisors and received encouragement as well as support. All participants had maintained their keen interest in setting and accomplishing career goals.⁶

One of the significant results of the TRW approach is that, to date, all but two of the participants in the program have taken significant steps to accomplish their career goals.

CONCLUSIONS

The following conclusions can be drawn from interviews, reading, and discussions with career counselors and other resource people in the southern California region:

1. The number of organizations that provide career planning is quite small but is growing as this function receives greater recognition as a full-time activity.
2. As our urban society becomes more affluent and complex, more people will be looking for careers that are meaningful to them.
3. If career planning is done on a part-time basis or as an additional duty, it may create more problems than solutions for the counselee who does not know where he is going or how to get there. Some of the problems of the part-time counselor are: lack of information concerning career opportunities; giving advice and solutions rather than letting the counselee create a sense of ownership in what is his/her plan; lack of skills and experience to design and conduct career planning workshops which first bring together the individual's needs, occupational interests, and abilities and then relate them to a plan that can achieve career objectives.
4. A career planning program's legitimacy and reputation that "its working" depend upon tangible results: promotions; people earnestly pursuing their career objectives; conferences between supervisors and employees; inquiries regarding future workshops; inputs solicited by all levels of management; and the notion that the organization needs it.

⁵Ibid., p. 7.

⁶Ibid., p. 7.

A RECOMMENDED APPROACH TO CAREER PLANNING AT NELC

This section recommends an approach to career planning for the Naval Electronics Laboratory Center. This approach entails two specific recommendations:

1. Create one full-time career planning position
2. Establish a career planning-motivation program

These are elaborated below.

CREATE ONE FULL-TIME CAREER PLANNING POSITION

It is suggested that primary consideration be given to resources within the organization. Guidelines concerning the qualifications, position content functions, behavior appropriate for the position, and accountability are as follows:

QUALIFICATIONS*

1. A working knowledge of the literature in the following areas: personnel development, organization and management, testing, interviewing, resume writing, and various occupational data sources.
2. Theoretical familiarization and actual experience in the design and application of the following approaches to learning: experiential, lecture, task groups.
3. Knowledge of the organization's influence structure.
4. Knowledge of the Federal Personnel Manual and the accompanying Civilian Manpower Management Instructions.
5. Knowledge of the organization's affirmative action programs.
6. Familiarization with the San Diego and Los Angeles labor markets.

POSITION CONTENT FUNCTIONS

1. Conducts strategy classes on how to prepare yourself for promotional opportunities. Stress is placed on resume writing and handling yourself in direct, indirect, and stress interview situations.
2. Keeps abreast of emerging career opportunities.
3. Maintains records on a confidential basis.
4. Maintains an updated library of basic occupational data sources. Some of these sources are included in Appendix D.
5. Conducts exit interviews.

*It is not to be construed that applicants for this position should be limited to those currently employed in the professional personnel field.

6. Works with and maintains organizational relationships with: management; EEO, Personnel Office; the NELC Federal Women's Program Coordinator; Training Office; career placement personnel in the southern California region.
7. Conducts career planning-motivation workshops.
8. Provides counseling on a confidential basis.
9. Administers a budget.
10. Maintains a high level of professional competence by attending professional growth seminars and conducting career planning workshops on a consultant basis for other organizations.

BEHAVIOR APPROPRIATE FOR THE POSITION

1. How the career planner perceives the role influences his behavior toward others in the organization. It is felt that the most effective relationships can develop from one that characterizes the individual as a client seeking help and the career planner as a consultant who is giving help.
2. The career planner stresses candor at all times in communication.
3. He listens and reflects in an emphatic manner the feelings the client is expressing.
4. He gives feedback to the client which is descriptive rather than evaluative.
5. The relationship between the career planner and the client is characterized by supportive, "it's up to you" behavior rather than a defensive, "who is to blame" attitude.

ACCOUNTABILITY

Career planning is a pervasive activity that cuts across many organizational boundaries within the Laboratory. It is recommended that the incumbent should report directly to the Civilian Personnel Officer.

ESTABLISH A CAREER PLANNING-MOTIVATION PROGRAM

ASSUMPTIONS

The following assumptions underlie this recommendation to establish a career planning-motivation program at the Laboratory:

1. Achieving career objectives is primarily an individual responsibility.
2. Career planning concentrates on developing strengths.
3. Career plans involve strategies or steps taken for achieving desired goals.

4. Multiple careers keep options open. With a greater number of available alternatives, individuals feel more in control of their destinies, more proactive about their careers, more fulfilled, and better able to use their strengths for organizational ends without being bored and unchallenged.

5. Participation in a career planning program is voluntary for all Laboratory personnel.

6. Career planning seeks to create opportunities that satisfy personal goals and needs.

PROGRAM OBJECTIVE

The objective of the career planning-motivation program is to help individuals explore career alternatives and develop a plan based on their abilities, strengths, and needs.

APPROACH TO ACHIEVING PROGRAM OBJECTIVE

The approach recommended for the Center is individual counseling and participation in a career planning-motivation workshop. The process includes a meeting that orients the participant to the workshop, and a 2-day workshop.

ORIENTATION MEETING. Two weeks prior to the workshop, participants are brought together for a general discussion concerning the details of the forthcoming workshop. At this meeting, prework is distributed, and each person is asked to complete the following questionnaires, which they are instructed to bring to the workshop:

1. Strong Vocational Interest Blank -- An inventory of interests and preferences intended to aid in predicting chances of success and satisfaction in a variety of occupations. The occupational scales are based on the responses of men and women actually working in the various occupations. This inventory begins to expand the individual's scope and awareness concerning various career options.

2. Life Orientations Survey (LIFO) -- A 20-minute self-administered questionnaire requiring a person to rank his preferences of four statements ranging from what is most characteristic to what is least characteristic of his way of operating. This information is useful in that it shows what strengths can be built on for career planning purposes.

3. Questionnaires that focus on the following areas: characteristics that are most and least important to what one wants out of a career; the extent to which the individual thinks the job he/she is now doing provides the opportunity to attain those characteristics; the real or potential abilities the individual brings to a career. The purpose of these questionnaires is to help the individual analyze his/her work situation. During the career planning-motivation workshop, participants will be using these data to explore alternative ways of satisfying their needs by: changing the nature of their present

job; becoming involved in outside career activities; changing careers; modifying their motivation pattern. The questionnaires are included in Appendix E.

At the workshop, this prework information is used to help each participant formulate a career focus by integrating career interests (Strong Vocational Interest Blanks) and strengths (LIFO) with what the individual wants out of a career and the abilities he/she contributes to a career.

WORKSHOP. The purpose of the career planning-motivation workshop is threefold: first, to integrate the individual's prework questionnaires into a meaningful career focus; second, to define a career goal; third, to develop a career plan of action. The following briefly covers some of the workshop elements that may not be clear from the workshop's schedule (table 1).

TABLE 1. SCHEDULE FOR PROPOSED NELC CAREER PLANNING-MOTIVATION WORKSHOP.

1st Day

0800 - 0815	Introduction
0815 - 0930	Task Team building
0930 - 0945	Break
0945 - 1030	Strong analysis
1030 - 1130	LIFO analysis
1130 - 1230	Lunch
1230 - 1245	Lecture on career lifeline
1245 - 1300	Career lifeline exercise
1300 - 1345	Task Team discussion - similarities and differences
1345 - 1400	General comments
1400 - 1415	Lecture on preferred careers
1415 - 1445	Writing exercise - Projecting into the future, write two paragraphs describing what would be a preferred special day and a preferred regular day in your career. Paragraphs should reflect the abilities you bring to a career and the career characteristics that are the <u>most</u> and the <u>least</u> important to you.
1445 - 1545	Task Team discussion of special day and regular day exercise
1545 - 1600	Break

TABLE 1. (Continued)

<u>1st Day</u>	
1600 - 1615	Lecture on developing an inventory
1615 - 1645	Inventory exercise
1645 - 1735	Sharing information in Task Teams as a means of testing, modifying, and expanding. Participants get insights and ideas from others.
1735 - 1745	Close and give homework assignment -- integration for career goal-setting exercise
<u>2nd Day</u>	
0800 - 0815	Introduction
0815 - 0915	Career information sources
0915 - 0930	Break
0930 - 1000	Lecture on formulating a specific career focus and instructions concerning goal setting
1000 - 1010	Participant selects career objective
1010 - 1100	Writing exercise -- goal setting
1100 - 1110	Break
1110 - 1120	Divide Task Teams into pairs
1120 - 1230	Lunch
1230 - 1310	Dyads clarify and test goal setting statements
1310 - 1330	Writing exercise - Participants modify, expand, and make changes in their statements.
1330 - 1340	Break and reform into original Task Teams
1340 - 1350	Lecture on steps and strategies for career goal attainment
1350 - 1450	Task Team career strategy exercise
1450 - 1500	Break
1500 - 1540	Participant exercise -- Develop a timeline for each career step/strategy and identify <u>who can help</u> at certain steps and <u>what they must do</u> or what their work role should be

TABLE I. (Continued)

2nd Day

1540 - 1620	Participants share their results with other Task Team members
1620 - 1640	Establishing a Support Team network
1640 - 1700	Closing comments

1. Career Lifeline Exercise. Each individual draws a line that represents his/her career from its beginning to end. Somewhere on that line, he/she places an "O" to represent where they are now and an "X" to represent a highlight. The purpose of this task is to enable individuals to symbolically visualize what their career looks like, where they are, and what has been a special career achievement.

2. Inventory Exercise. On a sheet of newsprint, each individual draws six vertical lines to make seven columns with headings as capitalized below:

- a. KICKS Those things, events, conditions that give life purpose and meaning and/or are seen as high points.
- b. DO WELL -- Those qualities or skills that you know you do well, that you see as your strong points.
- c. DO POORLY -- Those qualities or skills that you feel are inadequate under present circumstances and could be improved.
- d. LEARN TO DO WELL - Those things that you really want to learn to do better. They may or may not be in item c.
- e. FUTURE KICKS -- Things, like in item a, you want to re-experience or experience for the first time. Haven't you often said, "If I only had the time or resources, I'd love to . . ."
- f. STOP DOING -- Things you would like to stop doing.
- g. START DOING -- Things you would like to start doing. These might be the opposite of item f, but not necessarily.

This exercise provides the opportunity for individuals to start organizing the following data into usable categories: abilities, weaknesses, strengths, interests, highlights, career needs, and information from the team discussion concerning career lifelines and preferred careers.

3. Homework Assignment. Integration for Goal-Setting Exercise.
Each participant:

- a. Scans the inventory for possible connections and goal definition: Is it possible to build more fun or meaning

into life? Are you getting the best mileage out of your strengths? Are you trapped in doing the things you do most poorly? Can you change circumstances to maximize your strengths and minimize your DO POORLY's? What learnings can help you do this? What things can you stop doing which would allow you to start doing others (learning, kicks, strengths) that can make a difference in your usefulness to yourself and to others?

- b. Identifies one or two long-range career goals (5 years) and one or two short-term career goals (1 to 2 years).

4. Career Information Sources. This activity is a lecture with discussion concerning career opportunities within the Laboratory, growing career fields, career forecasts, plans and projections, and occupational data sources in the career planning library.

5. Goal-Setting Exercise. Each individual:

- a. Writes a two- or three-paragraph statement that operationally describes his/her career objective in terms which are action oriented and measurable.
- b. Lists the strengths, abilities, career needs, and obstacles to be encountered in attaining the desired goal.
- c. Determines three different ways of reaching the goal and selects the one that seems to be most feasible.

6. Task Team Strategy Exercise. Each participant in turn reads his/her revised goal-setting statement. The others help formulate a list of action steps and strategies that may be necessary to reach the goal. This task draws upon the creative resources and strengths of the entire team, which can provide significant inputs.

7. Support Team Network. Commitments are made by team members to help each other attain their career objectives. Dates, times, and places for future team meetings are set.

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APPENDIX A

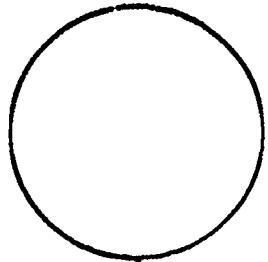
CAREER COUNSELING FORMS USED BY A SOUTHERN CALIFORNIA PUBLIC UTILITY

This appendix consists of five forms that are used by the Career Counseling Service of the public utility studied in the body of this document. These forms are:

1. Personal Development Inventory
2. Work Values Inventory
3. Personnel Development and Training Department Counseling Record
4. Interests
5. How to Package Yourself

PERSONAL DEVELOPMENT INVENTORY

BEST COPY AVAILABLE



Name: _____
 Position: _____
 Department: _____

		PRESENT JOB			CAREER OBJECTIVE		
		Program: Job Training	Orientation	Education	Company Sponsored	Employee Sponsored	
197__	197__	197__	197__	197__	197__	197__	197__

PRESENT JOB

Program:
Job Training

Orientation

Education

Company Sponsored

Employee Sponsored

Other: _____

Remarks: _____

CAREER OBJECTIVE

Program:
Job Training

Orientation

Education

Employee Sponsored

Remarks: _____

NAME _____

DATE _____

WORK VALUES INVENTORY

- _____ INTELLECTUAL STIMULATION - work which provides opportunity for independent thinking and for learning how and why things work.
- _____ ALTRUISM - work which enables one to contribute to the welfare of others.
- _____ ECONOMIC RETURN - a value associated with work which pays well and enables one to have the things he wants.
- _____ VARIETY - work that provides an opportunity to do different types of work.
- _____ INDEPENDENCE - work which permits one to work in his own way, as fast or as slowly as he wishes.
- _____ PRESTIGE - work which gives one standing in the eyes of others and evokes respect.
- _____ ESTHETICS - work which permits one to make beautiful things and contribute beauty to the world.
- _____ ASSOCIATES - work which brings one into contact with fellow workers whom he likes.
- _____ SECURITY - work which provides one with the certainty of having a job even in hard times.
- _____ WAY OF LIFE - the kind of work which permits one to live the kind of life he chooses and to be the type of person that he wishes to be.
- _____ SUPERVISORY RELATIONS - work which is carried out under a supervisor who is fair and with whom one can get along.
- _____ SURROUNDINGS - work which is carried out under pleasant conditions - not too hot or too cold, noisy, dirty.
- _____ ACHIEVEMENT - work which gives one a feeling of accomplishment in doing a job well.
- _____ MANAGEMENT - work which permits one to plan and lay out work for others to do.
- _____ CREATIVITY - work which permits one to invent new things, design new products, or develop new ideas.

Name: _____
(Last) (First) (Initial)

**PERSONNEL DEVELOPMENT AND TRAINING DEPARTMENT
COUNSELING RECORD**

Date: _____ Co. Hire Date: _____ Current Job Hire Date: _____

Department: _____ Job Class & Title: _____

Supervisor: _____

Purpose: _____

Remarks: _____

Action: _____

Counselor _____

Name: _____

Date: _____

INTERESTS

I. Academic Record: _____

A. Best work and why: _____

B. Poorest work and why: _____

C. Courses enjoyed the most and why: _____

D. Courses disliked and why: _____

E. Future educational plans: _____

II. Job History: _____

A. Where you did your best work: _____

B. Jobs or duties enjoyed the most: _____

C. Jobs or duties disliked: _____

Name: _____

Date: _____

INTERESTS (continued)

III. Extracurricular interests:

A. Hobbies: _____

B. Sports: _____

C. Other: _____

IV. How others see you

A. Friend: _____

B. Adversary: _____

V. How do you see yourself: _____

VI. How do you see your future: _____

HOW TO PACKAGE YOURSELF

One of the most important things you will do when seeking a promotion is to sell yourself, your skills, your abilities, your education, your desires, and your goals to a prospective supervisor. As you go after that promotion, make your effort count. All it takes is a little time.

The Bid Form

1. Type the form whenever possible
2. Make it as complete as possible even if you have to use the back. Don't sell yourself short by assuming that "they" already know. Spell-it-out and itemize your education, skills, and work history.
3. It doesn't matter whether you are the first or the last to turn in your bid, the only thing that counts is the deadline. So use the time you have to make it your best effort.

Resume'

1. Use a resume' whenever possible. It is the professional way to sell yourself. Any position you go after requires a degree of professionalism.
2. A resume' says this is me, the history of me, it represents all of my assets. It is written to reflect your "best foot forward".
3. You will be duplicating much of the same information that was put on the bid. However, when those people involved in the selection process see a resume', chances are that it is going to be one of their main sources of information about you.
4. There are many forms readily available for your use. Pick one that you feel comfortable with.
5. A resume' is like a work of art; the original is always the most valuable. If you have them "cranked out" by a resume' service it shows less time and effort on your part.

Cover Letter

1. A cover letter should include an introduction, "the reason you are writing", and the contents is a paragraph about why you feel you are qualified. Also include your future goals, ambitions, and desires. Close with a sentence of appreciation to the person who is doing the selecting for taking the time to read.
2. The letter should be fairly short but complete.

To sum up: The bid is (the present) "What you are asking for." The resume' is (the past) "Why you should be considered", and the cover letter is (the future) "What you want to do in the future", goals, desires, ambitions, etc.

Turn in the bid, resume', and letter to the Employment Office. They will be attached together and used throughout the selection process.

HOW TO PACKAGE YOURSELF (Continued)

Your first obstacle that has to be overcome is presenting yourself on paper. The second obstacle is presenting yourself in person.

The Interview

Although interviews are conducted differently by different people the fact remains that their responsibility is to gain as much valid information about you in the shortest time possible. They will use the paper work you have submitted for general kinds of background information, and will concentrate on gaining specific knowledge during the interview. Some of the areas they will be probing include: attitudes, goals, and your knowledge of the job you are seeking.

1. Positive attitudes about the present and future.
2. Companies work with goals. Your own area of the company has established goals, so what would be more natural than for management to look for individuals that have a strong sense of direction that is compatible with the organization's goals.
3. Knowledge of the job you are seeking. Gain a comprehensive understanding of the area you are pursuing and it will pay off. It will show forethought on your part as opposed to just bidding for the sake of a move.

Promotions don't just happen. By putting forth concentrated effort you too will know the good feeling that comes with advancement.

APPENDIX B

**VOCATIONAL QUESTIONNAIRE USED BY SAN DIEGO
ADULT CAREER GUIDANCE SERVICE**

VOCATIONAL QUESTIONNAIRE

DATE _____

NAME _____ PHONE _____

ADDRESS _____ CITY _____

MARITAL STATUS _____ AGE _____

PRESENT EMPLOYMENT _____

LAST GRADE COMPLETED _____ CONDITION OF HEALTH _____

WHO REFERRED YOU TO US _____

WHAT KIND OF HELP DO YOU NEED FROM US _____

TESTS

	SX	FD	FM	AG	MS	DS	CO	CNI	WI						

REFERRED BY:

REFERRED TO:

COMMENTS _____

COUNSELOR _____

VOCATIONAL QUESTIONNAIRE (Continued)

1. What kind of information or help do you want from us?
2. Are you considering a different job?
3. What is your occupational goal?
4. Is the field you are now in the type of work you would like to do for the rest of your life?
5. Is your present job fascinating or boring?
6. Do you think you've been held back from advancing on the job?
7. What would be the ideal job for you regardless of qualifications?
8. Do you consider yourself a success?
9. What do you need to be a success?
10. Have you had any problems in dealing with management?
11. Have you had any other problems?
12. Do you like to work with people?
13. Do you like to work alone?
14. Do you have frustrations on your present job?
15. Do you like to work with mechanical things?
16. Do you like clerical tasks?
17. What hobbies or special activities do you participate in at present?

Vocational Questionnaire (cont.)

Please list any job which you have held for six (6) months or longer.

List those things about the job which you liked or disliked. Try to base your answers on the duties or activities you performed. Do not base all your answers on working conditions or people involved with you on the job.

Jobs held six months or more	What I liked about the job	What I didn't like about the job

Vocational Questionnaire (cont.)

What are your abilities (real or potential) which you bring to your career?
(Check five of your best abilities, and five of your poorest abilities)

BEST POOREST

- | | | |
|-------|-------|---|
| _____ | _____ | Ability to listen and follow directions |
| _____ | _____ | Flexibility |
| _____ | _____ | Computational (numbers) |
| _____ | _____ | Artistic |
| _____ | _____ | Mechanical |
| _____ | _____ | Helping others |
| _____ | _____ | Written communication |
| _____ | _____ | Scientific |
| _____ | _____ | Verbal |
| _____ | _____ | Human relations |
| _____ | _____ | Accuracy |
| _____ | _____ | Persuasive |
| _____ | _____ | Experimental |
| _____ | _____ | Literary |
| _____ | _____ | Enterprising |
| _____ | _____ | Decision making |
| _____ | _____ | Creative |
| _____ | _____ | Clerical |
| _____ | _____ | Sociability |
| _____ | _____ | Ability to understand people's problems |

Vocational Questionnaire (cont.)

Listed below are thirteen common personal goals that have been identified with career choice and job satisfaction.

Arrange these needs in the order of importance to you by placing numbers 1 to 13 in the spaces provided. Please read all 13 items before starting.

- Recognition and praise
- Mastery and achievement
- A sense of belonging
- Supervise others
- Desire to help and serve
- Self expression
- Income level
- Personal values
- Dependence on others
- Creativity and challenge
- Steady income
- Independence
- Intellectual stimulation

I would be happy if I could have a job that would: _____

I believe I would be happy with the following jobs: _____

Signature (optional) _____

Interviewed by _____

APPENDIX C

AGENDA OF TRW, INC., SYSTEMS GROUP CAREER ACHIEVEMENT WORKSHOP

CAREER ACHIEVEMENT WORKSHOP

AGENDA

DAY I

1:00 - 1:15	INTRODUCTION
1:15 - 2:15	STRONG ANALYSIS
2:15 - 5:30	LIFO AND CAREER IMPLICATIONS
5:30 - 5:45	CLOSE
	Homework -- Integrate LIFO and Strong into Career Focus

DAY II

8:00 - 8:15	INTRODUCTION
8:15 - 9:30	RING TOSS EXERCISE
9:30 - 10:30	LECTURETTE, FILM, DISCUSSION
10:30 - 12:00	A DEEP LOOK AT N-ACH
12:00 - 1:15	LUNCH
1:15 - 1:45	PRACTICE SCORING FOR IMAGERY
1:45 - 4:15	BUSINESS GAME
4:15 - 5:00	WRITE AN 11 POINT STORY ON THE BUSINESS GAME EXCHANGE AND SCORE
5:00 - 6:00	WRITE AN 11 POINT STORY ON YOUR IDEAL CAREER EXCHANGE AND SHARE REACTIONS
6:00 - 6:15	CLOSE
	Homework -- First draft at operationalizing ideal career

DAY III

8:00 - 8:15	INTRODUCTION
8:15 - 9:00	WORK ANALYSIS QUESTIONNAIRE
9:00 - 10:00	INTERNAL CAREER ALTERNATIVES
10:00 - 10:30	CAREER INFORMATION SOURCES
10:30 - 11:00	CAREER DIRECTION
11:00 - 12:00	SHARING IN TRIOS
12:00 - 1:00	LUNCH
1:00 - 1:15	GOAL-SETTING LECTURE
1:15 - 2:00	INDIVIDUAL CAREER GOAL-SETTING
2:00 - 2:30	TESTING IN DYADS
2:30 - 3:00	RECYCLE GOALS & PLANS
3:00 - 4:00	TESTING IN DYADS
4:00 - 4:30	TOTAL GROUP SHARING
4:30 - 5:00	CLOSE/CRITIQUE

APPENDIX D
BASIC OCCUPATIONAL DATA SOURCES

Career Opportunity Index for Southern California, Huntington Beach, California, Resource Enterprises, 1970.

Directory of Health, Welfare, Vocational and Recreational Services in Los Angeles County, revised edition, Los Angeles, Welfare Information Service, Inc., 1969.

Public Administration Recruiter, Washington, D.C., American Society for Public Administration.

Technical Career Index, T. L. Lubin, editor, Pardric Publishing Co., 1969.

Federal Jobs in Engineering, Physical Sciences and Related Professions, U.S. Civil Service Commission, Bureau of Recruiting and Examining, Announcement No. 424, September 1970.

Tests and Management Tools, Science Research Associates, Inc., 1971.

The Psychological Corporation Test Catalogue, New York, 1973.

Occupational Outlook Handbook, 1972, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 20402.

Discusses employment prospects for over 800 jobs of general interest. Provides a basis for comparing career possibilities in terms of nature of work; location of employment; training, other qualifications, and advancement; employment outlook and earnings; and working conditions.

Career Opportunities, 1969, Career Information Service, New York Life Insurance Company, Box 51, Madison Square Station, New York, 10010.

Contains data on 37 occupations or work areas ranging from accountant to mineral industry. Includes forecast and training information.

California Manufacturers Register, Annual, Times Mirror Press, Los Angeles, California, 90023.

Provides information on manufacturing trends in California and census and statistical data on California manufacturers. Lists manufacturers alphabetically, giving address, Standard Industrial Classification number, names of company executives, and information on product and employment. Provides geographical and products-and-services cross-reference lists.

Career Opportunity Index, Professional Edition, Career Research Systems,
7812 Edinger Avenue, Suite 219, Huntington Beach, California, 92647.

Published biannually with a supplement listing current job openings printed on the 1st and 15th of each month. Contains profiles of employers (Southern California only) including names of personnel and employment staff, purpose of company operation, requirements for employment, job opportunities, and employment benefits. All listings relate to employment requiring four years of college. Includes a cross-reference to occupational area.

Career Opportunity Index: Vocational Technical Edition, Career Research Systems,
7812 Edinger Avenue, Suite 219, Huntington Beach, California,
92647.

Published biannually with a supplement listing current job openings printed on the 1st and 15th of each month. Contains profiles of employers (Southern California only) including names of personnel or employment staff, purpose of company operation, requirements for employment, job opportunities, and employment benefits. All listings relate to employment requiring four years of college. Includes a cross-reference to occupational area.

College Placement Annual, Annual, College Placement Council, Inc., Post Office Box 2263, Bethlehem, Pennsylvania, 18001.

Contains information on the occupational needs anticipated by 2,000 corporate and governmental employers who normally recruit college graduates. Provides brief profile of company, purpose of company operations, and degreed personnel being sought. Indicates which employers are interested in experienced personnel as well as recent graduates. Provides occupational and geographic cross-referencing lists.

Directory of Manufacturers, Greater San Francisco Chamber of Commerce, San Francisco, California.

Lists manufacturers in the San Francisco Bay Area. Includes product manufactured and principal officers of company.

Engineering Careers Edition: Index of Employment Opportunities, 1971.
Post Office Box 2230, D. R. Goldenson & Co., Princeton, New Jersey,
08450.

Provides information on employers in the United States, including field of specialization and employment needs.

Index of Opportunity for Engineers, 1970, D. R. Goldenson & Co.,
Princeton, New Jersey, 08540.

Lists more than 1,000 profiles of engineering employers in the United States. Includes data on types positions in engineering, qualifications, and names of personnel people.

Index of Opportunity Nursing and the Allied Health Professions, 1972,
D. R. Goldenson & Co., Princeton, New Jersey, 08540.

Lists data on employers of health services personnel and their employment needs.

The Big 700, San Francisco Chamber of Commerce, San Francisco, California.

Lists more than 700 major corporations with a net worth of \$1,000,000 or more headquartered in San Francisco and the Bay Area. Includes names of principal officers and an indication of size of economy.

The Encyclopedia of Careers and Vocational Guidance, V. I and II, 1967,
Doubleday & Company, Inc., Garden City, New York.

Volume I gives general information about jobs, preparation for work, and job hunting. Volume II contains information about specific jobs and fields of work.

Facing Facts About Career Opportunities for the High School Graduate, 1969,
The Prudential Insurance Company of America, Public Relations and Advertising Department, 5757 Wilshire, Los Angeles, California, 90036.

Gives background information on career planning and brief summaries of entry level jobs which do not require college training as qualifications.

Facing Facts About Preparing for Your Future, Prudential Insurance Company of America, Public Relations and Advertising Department, 5757 Wilshire, Los Angeles, California 90036.

Prepared as a guide for high school students, counselors, and parents. Discusses universities, four- and two-year colleges, technical institutes and private schools offering vocational studies only, and making educational choices. Contains self-inventory chart and information on financing education.

Job Guide for Young Workers, 1969, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C. 20402.

Groups jobs and provides information on them from the standpoint of the entry-level worker. Contains basic information on industries and provides information on how to find work. National in standpoint.

Military-Civilian Job Comparability Manual, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs).

Lists military jobs in the Army, Navy, Marine Corps, and Air Force and gives titles of comparable civilian jobs. Includes short descriptions of the job duties and the specialty.

Occupational Manpower and Training Needs, Bulletin 1701, 1971, U.S. Department of Labor, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Gives projections of occupational needs and information on training programs. Includes information on relating training to occupational needs.

Occupational Outlook Quarterly, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Contains articles on jobs and labor market conditions, current demand, and seasonal changes.

Occupations in Electronic Computing Systems, 1972, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 20402.

Provides information on occupations in the electronic data processing and computer field. Includes usual educational requirements and worker characteristics.

Career Guides for Entry Occupations, Series, Occupational Analysis Field Center, Los Angeles, California. Order from State of California, Department of Human Resources Development, 800 Capitol Mall, Sacramento, California, 95814.

Describes entry jobs usual to a given industry, and gives possible career or advancement routes. Demand and forecast information relates primarily to the State of California. Designed primarily for use by vocational counselors. Currently includes guides for the industries of banking, telephone communications, air transportation, data processing, electrical utilities, merchandising, insurance, food service, printing, and fire protection.

Occupational Exploration Briefs, Series, Science Research Associates, 259 East Erie Street, Chicago, Illinois, 60611.

Presently consist of 400 briefs which contain information about the history of an occupation, duties involved, general working conditions, qualifications and training required, and employment outlook. Titles range from High School Teachers and Hotel and Motel Workers to Optometrists and Ophthalmologists. Some briefs deal with a specific occupation, while others discuss workers in an industrial area.

Occupational Guides, Series of over 400, State of California, Department of Human Resources Development, 800 Capitol Mall, Sacramento, California, 95814. (Single copies are available on request by title and serial number and are free of charge. If ordering more than one title, list them in numerical order.)

Describes selected jobs and provides local labor market information including employment outlook, salaries and hours, entrance requirements, and usual ways to obtain training. Regional in standpoint and prepared for specific locales in California.

Check List of Labor Market Information, 1971, Southern California Research and Statistics Unit, State of California, Department of Human Resources Development, 1525 South Broadway, Los Angeles, California, 90015.

Provides list of titles and brief summaries of reports on labor market conditions relating to California and the Southern Area.

Guide to Federal Career Literature, 1971, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Serves as a convenient reference guide to Federal recruiting literature. Contains brief descriptions of 224 publications from 46 different departments and agencies.

Information on Firms and Individuals

Dun & Bradstreet Middle Market Directory, New York, Dun & Bradstreet.

Dun & Bradstreet Million Dollar Directory, New York, Dun & Bradstreet.

Funk & Scott Index of Corporations and Industries, Cleveland, Ohio, Predicasts, Inc.

Membership Roster West Coast Electronics Manufacturers Association

Who's Hiring Who

Resume Writing and Job Strategy

Job Strategy, Allan Rood, McGraw-Hill Book Co., New York.

Pick Your Job - And Land It, S.W. Edlund, Prentice Hall Publishing Co., New York.

What Color is Your Parachute?, Richard Nelson Bolles, Parachute, 1971.

Job Resumes: How to Write Them, How to Present Them,
Jacob L. Biegelser, Grossett and Dunlap, Inc., New
York, 1969.

How to Write a Job-Getting Resume, Theron F. Miller, Van-
tage Press, Inc., New York.

Personal Resume Preparation, M.P. Jaquish, John Wiley and
Sons, Inc., Somerset, New Jersey, 1968

Resume Workbook: A Personal Career File for Job Applica-
tions, Carroll Press, Cranston, Rhode Island, 1965

Miscellaneous

How to Get Results from Interviewing, J.M. Black, McGraw-
Hill Book Co., New York, 1970.

How To Pick Men, Jack M. McQuaig, Frederick Fell, Inc.,
New York.

Interview: The Executive's Guide to Selecting the Right Per-
sonnel, Theodore Harriton, Hastings House Publishers,
Inc., New York, 1970.

Interviewing Strategy, Techniques & Tactics, R. L. Gordon,
Dorsey Press, Inc., Homewood, Illinois, 1969.

Job Interviews, Donald Holm, Lucas Bros. Publishers, Columbia,
Missouri.

Personnel Interviewing, Felix M. Lopez, Jr., McGraw-Hill Book
Co., New York, 1965.

Practical Interviewing, A Handbook for Managers, Glenn A.
Bassett, American Management Association, New York,
1965.

APPENDIX E

**QUESTIONNAIRES FOR PROPOSED NELC
CAREER PLANNING-MOTIVATION WORKSHOP**

WHAT DO YOU WANT OUT OF A CAREER?

Which of the following characteristics are most important to you (indicate at least four but not more than six with a +).

Which characteristics are of least importance to you (indicate at least four but not more than six with a -).

MOST LEAST

- | | | |
|-------|-------|---|
| _____ | _____ | An opportunity to be original and creative |
| _____ | _____ | An opportunity which has the potential for rapid and much success as well as the possibility of immediate and much failure. |
| _____ | _____ | An opportunity which offers much contact with people but little involvement. |
| _____ | _____ | A pressure job where you have to put a lot into it and the pace is very fast. |
| _____ | _____ | An opportunity where one lives and works in the world of ideas. |
| _____ | _____ | An opportunity which permits the use of leadership and power. |
| _____ | _____ | An opportunity which permits a great deal of independence. |
| _____ | _____ | An opportunity where one becomes much involved in management and assumes responsibilities. |
| _____ | _____ | A job which has a wide variety of tasks. |
| _____ | _____ | A job where long term goals are involved rather than the emphasis on immediate results. |
| _____ | _____ | A chance to earn a good deal of money. |
| _____ | _____ | An opportunity where the emphasis is on ethical behavior. |
| _____ | _____ | An opportunity where I can choose my own geographical location. |
| _____ | _____ | An opportunity to use my abilities. |
| _____ | _____ | An opportunity to serve and work with humanity. |
| _____ | _____ | A job where I can show immediate results. |
| _____ | _____ | An opportunity to work with things (objects). |

MOST LEAST

_____ _____ An opportunity which gives me status, prestige and recognition.

_____ _____ An opportunity for moderate but steady progress.

_____ _____ A chance to earn a comfortable income and dependable employment.

WHAT DO YOU GET OUT OF YOUR CAREER?

Looking at the previous list of characteristics, consider the extent to which you think the job you are now doing provides you with the opportunity to attain these characteristics.

Rank them from best to least able to attain.

Best 1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

Least 12 _____

WHAT ARE THE ABILITIES (REAL OR POTENTIAL) WHICH YOU BRING TO YOUR CAREER?

Indicate at least four but not more than six of your best abilities (+). Then indicate at least four but not more than six of your poorest abilities (-).

BEST POOREST

- | | | |
|-------|-------|--|
| _____ | _____ | Ability to anticipate correctly |
| _____ | _____ | Ability to comprehend readily |
| _____ | _____ | Ability to empathize |
| _____ | _____ | Ability to listen and follow instructions |
| _____ | _____ | Abstraction ability |
| _____ | _____ | Accuracy |
| _____ | _____ | Adaptability |
| _____ | _____ | Analytical |
| _____ | _____ | Artistic |
| _____ | _____ | Clerical |
| _____ | _____ | Computational (numbers) |
| _____ | _____ | Creative |
| _____ | _____ | Decision-making ability |
| _____ | _____ | Differentiating between essentials and nonessentials |
| _____ | _____ | Dramatic |
| _____ | _____ | Firmness |
| _____ | _____ | Generalizational |
| _____ | _____ | Human relations |
| _____ | _____ | Initiative |
| _____ | _____ | Judgmental (foresee correctly) |
| _____ | _____ | Managing ability |
| _____ | _____ | Mechanical |
| _____ | _____ | Motivation of others |
| _____ | _____ | Musical |
| _____ | _____ | Oral communication |
| _____ | _____ | Organizational |
| _____ | _____ | Persevering ability |
| _____ | _____ | Persuasive |
| _____ | _____ | Reasoning (logical ability) |
| _____ | _____ | Retentiveness (recall) |
| _____ | _____ | Sociability |
| _____ | _____ | Spatial (visualizing) |
| _____ | _____ | Toleration of frustration |
| _____ | _____ | Written communication |

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Career planning is defined as a means for an employee to answer the questions, where am I going and how do I get there, and for an organization to capitalize on its most valuable resource, its people. The effectiveness of the organization is shown to depend on the career satisfaction of its employees.

Career planning activities in organizations other than NELC are studied, and a career planning program for the Center is recommended. The approach is to develop the employee's strengths, skills, and understanding of realistic options so that he will readily adapt to new career demands and opportunities. It calls for the establishment of a career planning-motivation program at the Center and a full-time planning position.

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14 KEY WORDS	LINK A		LINK B		LINK C	
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Career Planning						
Equal Employment Opportunity						
Upward Mobility						

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